|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson 1: Introducing students to Healthy lifestyles**  Lesson 1 of 10:  'DESIGNING A VIDEO FOR HEALTH WEEK' | | | |
| **Aim:** To reflect on students previous knowledge about the importance of healthy lifestyles and learn about what attributes to a healthy lifestyle | | | |
| **Outcome:** **ALS2.6 discusses the relationship between regular and varied physical activity and health**.  Indicators:   * Explains the need for good health practices for an active lifestyle * Describes links between nutrition, exercise and performance * Discusses food needs for growth and activity | **Assessment:**Formative:   * Thorough observation of students’ participation in discussion and group interaction throughout the lesson using an observational checklist. Writing more detailed comments of individual students’ understanding when they are using The Australian Guide to Healthy Eating and through discussions   Summative:   * The completed ‘test your understanding worksheet’ and will be used to assess students’ understanding and achievement of the lessons outcomes. But furthermore the final result of the sequence of lessons that will look towards a multimodal text the video for Health week will assess what students have learnt over the series of lessons. | | |
| **Teaching and Learning** | **Indicators** | **Significant Questions** | **Resources and Timing** |
| ***Introduction:***  **Aim: Students identify types of food that are considered healthy or not.**  Teacher brings in various foods, a range of fruit and vegetables, breads, snacks such as chips, muesli bars, shapes, tiny teddys, roll ups, and drinks such as water, milk and fizzy drinks.  Discuss with students their opinions about:  • foods that a person should eat most to be healthy (i.e. foods that should be eaten every day to make up a balanced diet)  • foods that a person should eat least to be healthy (i.e. foods that should only be eaten sometimes).  Put students into groups of two or three, have students discuss their choices with their group. Then come back and ask students questions in which they discuss as a whole class group. | Identifies foods that are most healthy  Identifies foods that are least healthy | * Should this food be placed in an ‘everyday’ food category or the ‘sometimes’ food category? * Why do you think that this food should be eaten everyday? * What other foods do you think should be eaten everyday? * Why do you think this food should be eaten only sometimes? * Can you think of situations where sometimes foods may be eaten? (eg. Special occasions such as birthdays). | ***(7 mins)***  Various foods eg. a range of fruit and vegetables, breads, snacks such as chips, muesli bars, shapes, tiny teddys, roll ups, and drinks such as water, milk and fizzy drinks. |
| ***Body:***  *Activity 1:* The Australian Guide to Healthy Eating  **Aim:** For students to learn about The Australian Guide to Healthy Eating and make their own Pie Graphs of food.  Introduce the Australian Guide to Healthy Eating using either an overhead, or the interactive whiteboard, or projection on the whiteboard.  Can be accessed from:  <http://www.health.gov.au/internet/main/publishing.nsf/content/CE4DAF6846D4CAFCCA256F19000407C3/$File/fdpost.pdf>  Discuss the different sections of the guide with students, pointing out the main food groups and the types of foods that should be eaten each day. In  pairs ask students to identify the foods that should only be eaten sometimes or in small amounts. Why?  Divide the class into small groups and have them draw a large version of the Australian Guide to Healthy Eating on butcher’s paper*.* Have students cut out pictures of various foods from magazines and catalogues. Leave the overhead of the Australian Guide to Healthy Eating have students cut out and paste pictures of food onto a chart. Assist students to place foods in the correct section of the Guide.  Assist students to place foods into the correct section of the *Guide*. Ask groups series of questions of where they have placed the foods and why?  Discuss as a whole class amount of food and frequency of eating. | Students become aware of the Australian Guide to Healthy Eating  Students identify healthy foods  Students identify foods that are should only be eaten on occasion  Students design their own pie graph and place foods they find in the magazine appropriately | * Where has your group placed these foods and why? * Ask groups to discuss where they have placed their food and why? * Are there foods that don’t fit? * Are there any foods that fit into more than one category? Which ones? * Why do they fit into more than one category? * What have you discovered about learning to eat for a balanced diet? * Do you think you can eat too much of an everyday food? | ***(65 minutes in total)***  *Activity 1- (15 mins)*  Butchers paper  Markers  Scissors  Glue  Magazines- in particular food or cooking magazines  Overhead/website up of Australian Guide to Healthy Eating or from Website. |
| *Activity 2:* List of physical activity and healthy foods that make part of a balanced and healthy lifestyle.  **Aim:** for students to discuss the meaning of ‘healthy’ and identify aspects of lifestyle that keep children healthy. Including the need for physical activity.  As a class compile a list of healthy foods on the board, and a list of active and recreational activities on the board.  Select students to come up and highlight what activities and food are most popular in the class.    Discuss the need for a balanced lifestyle. What other components make up a healthy lifestyle. eg. Rest, and sleep. | Identifies aspects of health for children.  Identifies concepts of being physically active.  Gains an understanding of the importance of healthy food. |  | *Activity 2-(10 mins)*  Board  Markers |
| *Activity 3: Students use their imagination to create a human character and recognise characteristics to make them healthy, including nutrition, recreation, sleep, and physical activity.*  **Aim:**  To understand various activities comprise a healthy and active lifestyle and the importance of this.  Divide students into pairs and instruct them to draw a timeline (marked with hourly intervals) for a day. Ask pairs to invent a human character who is their age, and then map out the character’s daily schedule of events/activities on the timeline. The timeline can be captioned ‘A day in the life of ’ (insert character’s name). Discuss with students the types of events and activities they could include, for example doing school work, playing sports, walking to school, washing dishes, playing computer games, watching TV, sleeping.  Discuss with students the reasons why it is important for their character to eat food. Encourage them to think of reasons that relate to the daily activities of their character. Make a list on the board. Ask students to think not only of ‘physical’ reasons, but of social and emotional ones as well. Reasons may include:  • to concentrate/think better  • to have energy to play sports  • to talk with Mum/Dad/brother/sister  • to share what happened in the day  • because they get hungry  • because they are very active  • because everyone else is eating.  Ask students to identify three reasons why eating is important to them and their lifestyle. Have students share why they have chosen these reasons in small groups. | Describes links between nutrition and exercise.  Recognises the need to participate regularly in physical activity  Recognises the ability to participate in recreational activities that encourage physical activity. | * Why it is important for their character to eat food? * How can food help you perform? * Are there an social and emotional benefits of food? * What are the physical benefits of food? * Why is exercise and recreation important? * What are three reasons why eating is important in your lifestyle? | *Activity 3-(40 mins)*  Board  Markers  Paper  Pens |
| ***Conclusion:*** Test your understanding-“What have you discovered about healthy lifestyles?”  **Aim:** to demonstrate understanding about the key concepts covered in the lesson.  Students will individually complete the worksheet “What have you discovered about healthy lifestyles?” Once finished, the group will discuss any questions that may arise. | Reflects on different concepts about health including nutrition and exercise. (Reflecting)  Recognises the differences between everyday foods and sometimes foods.  Understands the need to be healthy | * What did you learn from today’s lesson? * Which activity taught you that? * Which activities did you like or dislike? Why? | ***(7 mins)***  Test your understanding worksheet by filling in the blanks.  Pens |
| **Lesson Evaluation**  Were students engaged throughout the lesson?  Were activities appropriate for the students?  Did activities meet the outcomes set?  What would we do different in the future?  Student Assessment:  Observe students responses  Completed Worksheets | **References**  Department of Health 2010 Western Australia  Accessed on the 22/09/11 from:  <http://www.fruitnvegweek.health.wa.gov.au/pdfs/CurriculumActivitiesMiddle.pdf>  Department of Health and Ageing 2008 Australian Guide to Healthy Eating  Retrieved on the 22/09/11 from:  <http://www.health.gov.au/internet/main/publishing.nsf/content/health-pubhlth-strateg-food-guide-index.htm>  Board of Studies K-6 PHPE Syllabus 1999  Retrieved on the 14/09/11 from:  <http://k6.boardofstudies.nsw.edu.au/go/personal-development-health-and-physical-education> | | |